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REPORT

OF THE

COMMITTEE

ON THE

CENTRAL HIGH SCHOOL,

ADOPTED BY THE

Board of Controllers

OF THE

PUBLIC SCHOOLS,

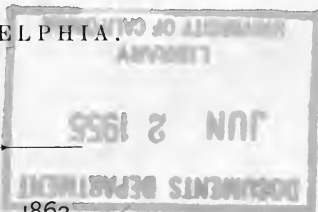
OF PHILADELPHIA.

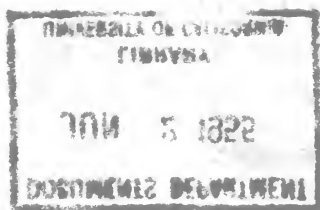
JANUARY 2, 1862.

PHILADELPHIA:

M'LAUGHLIN BROTHERS. BOOK AND JOB PRINTERS, 112 SOUTH THIRD STREET.

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Report.

The Committee on the Central High School beg leave respectfully to report :

For a number of years there has been a growing doubt in the community as to the benefits derived from this institution. Its real value has always been recognized, but charges of inefficiency of instructors, and superficiality in the course of study, have been made again and again. Former committees, in view of the condition of popular sentiment, investigated the causes of dissatisfaction, and, in the year 1859, one of the Professors was requested to resign. On his compliance with this request the committee ordered an examination, and reported the result to the Board, and the vacancy was filled on the recommendation of the committee.

A subsequent committee, to which was referred a radical change in the mode of averaging the scholarship, adopted it without hesitation. The order of exercises was judged imperfect. It was found that branches incongruous were taught by the same Professor: for instance, the Assistant Teacher of Latin was required to give instruction in Book-keeping; the Professor of Civil Engineering taught Phonography; the Mathematical Department employed the services of three Professors, each teaching different branches of this science, without any connection. A change was necessary, and the

preparation for the higher Mathematics, by familiarity with the basis, was accomplished by a systematic arrangement of all the branches. Instruction in Chemistry and Natural Philosophy was found limited to three sessions, (a term of eighteen months,) and given to divisions F, E, and D,—whilst the students in the higher classes, A, B, and C, whose more matured intellects were presumed to be better suited to these studies, were deprived of them. The Classical Department, in which a Professor and an Assistant were employed, was confined to the three *lowest* divisions, H, G, and F; and thus the higher divisions were denied the mental discipline, and the knowledge of one of the sources of our language consequent upon familiarity with the Latin. These errors were corrected: the Roster was changed, and the higher divisions were instructed in the branches stated. Civil Engineering was transferred to the Professor of higher Mathematics; and Book-keeping to the Professor of Phonography. Such is a brief summary of those changes already made, and proven valuable.

Of late, the charges that the inefficiency of the school was impaired by the bad condition of certain departments, had been redoubled, and public dissatisfaction greatly increased. Parents complained that their sons wasted their youth in mere pretence of study, and pupils were removed from the school, for the expressed reason that they derived too little benefit from its teaching. The scholars themselves showed in their indifference toward some of their studies, and their industrious delight in others, that the evil was the fault of certain of the Professors. The committee could not believe these evils inherent in the institution; they resolved to use all legitimate means to remove them. For this purpose, they requested of the Principal a positive statement of the condition of the various departments, and a candid exposition of what he believed to be the causes of its inefficiency. In compliance with this request the Principal prepared the following report, to which the earnest attention of the Board is respectfully asked:

Report of the Principal.

TO THE COMMITTEE ON THE CENTRAL HIGH SCHOOL :

GENTLEMEN :—In accordance with the Resolution of the Committee, passed September 2nd, 1861, I beg leave respectfully to report :

That being convinced that the Central High School possesses elements of usefulness superior to those of any similar institution in the country, and that it has, in its practical instruction, advantages over the mere College, in which special regard is had to the learned professions, it became my earnest desire to increase its usefulness to the utmost extent of the means appropriated. To the different committees such changes were suggested as the spirit of the age demanded. While from the nature of its organization it cannot aim at the objects of a College, yet as a part of our common school system, it was designed to complete a good general education as a preparation for scientific, literary, commercial, and mechanical pursuits. But however perfect may be the design theoretically—practically its usefulness must depend upon the agents selected to fulfil these purposes. The Professors are appointed for presumed thorough acquaintance with a particular branch, and ability to impart their knowledge. But there are other important elements in the composition of the good teacher: appreciation of character, tact in governing, conscientiousness that devotes him to his profession, enthusiasm that urges to unceasing exertion—these qualities he must possess. Examinations may test his literary qualifications, but the recitation room must be the criterion of his real power as a teacher.

Bearing in mind these positions, it becomes my duty in obedience to your request, to state frankly that to mature your views, I am compelled to ask an investigation into the abilities of Professors, rather than to suggest changes in the course of study. With the Professor of Practical Mathematics I have always sustained the most friendly relations, and it may appear unkind in me to animadvert upon the efficiency of one who has been connected with the school since its organization. Yet, from the numerous complaints of parents and pupils, my own observation, and his frequent appeals for aid in the maintenance of order in his class room, I am compelled by conscientious regard for the best interests of the school, to recommend such an investigation as will convince the Committee of the truth of the charges, and lead to proper action. It is charged that the Professor neglects the recitations of the pupils, and yet credits with merits and demerits, without regard to the lesson; that the mere repetition of jargon is credited with the highest averages; that the discipline of his department is notoriously inefficient, and that he has no control over the students. He has frequently sent for me to visit his room, and then reported

the insubordination of a large number of pupils—on one occasion eighteen, on another twelve, on a third, nine. I have several times suspended pupils on his complaint, though they protested their innocence of the charges. Immediately after the summer recess the glass in the book-case of his room was repaired; within a month a large number of panes were broken by stones thrown by pupils, whom the Professor was unable to detect. On one occasion, while visiting his room, he showed me three ink wells which had been thrown at him: yet he could not identify the offenders, nor even state from what part of the room they had been thrown.

In order to assist the Professor, I introduced Mensuration into his department, using the work upon this subject of which he is the author; yet the same complaints of his inattention to recitation were continued.

Whatever may be the literary qualifications of the Professor of the French Language, he has, after a trial of three years, proved to be utterly inefficient in discipline. Instruction in his department is a failure. Appeals from his injustice were so well sustained, that the Faculty frequently refused to sanction his complaints in special offences. He punished without discrimination, filling the demerit roll with charges against pupils who, under other Professors, were most exemplary in their deportment. I have been obliged to interfere between him and his pupils to save the latter from absolute oppression. Many of the most ambitious have, with the consent of their parents, withdrawn from this department. His examinations were merely pretences—the pupils being aware of the questions beforehand. To show this fact more clearly, it may be stated that the editor of a Weekly Paper was furnished by a pupil with a list of questions, some weeks before the examination in July last. After that event the questions actually used were found identical with those previously made known. I doubt whether any pupil has obtained any knowledge from the instruction of this gentleman, or that any class could pass a creditable examination in this branch. This course of Professor Gerard is another proof that *few* foreigners adapt their discipline and instruction to the wants of American pupils in large classes, such as those of the High School.

It is with extreme reluctance that I refer to the Professor of Anatomy and Physiology, and Natural History, venerable by age, extensive acquirements, and former usefulness:—a gentleman whom I esteem, and regard with affectionate kindness, and whom I honor for his virtues and abilities. Yet respect for your resolution compels the opinion that I deem his days of usefulness past. The infirmities of his age are warnings that cannot be mistaken, and should certainly prompt a retirement from the active duties of his chair. Instruction in the department under his control has been limited for years, from sympathy with his condition, to the junior classes, and extends over a period of but one year, while the subject he teaches deserves thorough development, and requires matured intellects to comprehend it. He has not for years taken any part in the general discipline of the school.

In conclusion, as regards general rather than special criticism, there is, I consider, too much mere recitation, and too little instruction in some of the departments. There is too little evolving of the thinking faculty, development of innate energy and character. A question to each pupil who may have anticipated it in his preparation, is now deemed the whole duty of the teacher. The pupil is led to suppose that a high average, not lasting information, is the chief end of study; and thus impressed, pupils have complained if a second question, unanswered, is made to affect their merits for scholarship. Duty is considered performed when the mere routine of question and answer is completed, although this exercise may require but a fraction of an hour. It affords me special pleasure to speak in high terms of Professors Rand, Edward W. Vogdes, Hopper, and Kirkpatrick, and of Messrs Ring and Howard, who by energetic co-operation prove their devotion to the best interests of their Alma Mater.

Respectfully,

NICHOLAS H. MAGUIRE.

OCTOBER, 1861.

Impressed by the stern facts revealed in this important document, the committee believed it to be their highest duty to examine the condition of the school thoroughly, and to report and act upon their conclusions without regard to mere personal interests. This was to them a painful task in many respects. They found the school in a state not creditable to the fair fame of our city. Abstractly, it is the very flower and perfection of our School system, but, practically, it was inferior in some departments to some of our best Grammar schools. Several of the branches were conducted by gentlemen palpably unfitted for their trusts. The Principal of the school found no response to his urgent appeals in behalf of more liberal instruction and general reform, and the committee could not shut their eyes to the fact that his plans, wise in themselves, were indifferently executed by those to whom they were committed. That spirit of energy and enthusiasm which should animate the entire body, seemed sleeping or dead. Instead of it they found indolence, incapacity, or indifference. The elements of the Faculty were discordant, necessarily so; for what harmony can there be where apathy, prejudice, and incompetency, contend with the love of order,

the ambition to excel, and the earnest desire to impart the highest and best instruction. The school cannot fulfil its true destiny while the Professors impede its progress. It must be conducted by those who appreciate its usefulness. It must always go forward, or continually recede.

These charges, this Report of the Principal, and this investigation (resulting in the obtaining of evidence soon to be produced) were made in September last, and it was, therefore, after three months mature deliberation that the committee requested three of the Professors to resign. These gentlemen were Messrs. McMurtrie, William Vogdes and Gerard. In the mode of performing this unwelcome duty, the committee were governed by motives of sincere delicacy. They were desirous of sparing these gentlemen a public exposure of their incapacity, and in two of the instances this desire was met in a proper spirit. Two of the Professors resigned at once.

The reasons for the request in these two cases may be briefly stated. Professor McMurtrie has himself declared them most emphatically. He acknowledged to the committee that his family had for the last eighteen months urged him importunately to resign, and that the committee had anticipated his intention but six months. As he affirms in his note of resignation, "age and increasing infirmities" rendered him unfit for his position, and this fact formed the basis of the action of the committee. The reason for asking the resignation of Professor Gerard, were the numerous proofs of his inefficiency as a disciplinarian and instructor. His resignation was promptly received, and relieved the committee from the necessity of producing formal evidence. Professor William Vogdes having refused to resign, the committee were forced to collect evidence, which will be produced in the proper place.

The right of the committee to request these gentlemen to resign has been questioned. A little reflection will convince those who question it that the right has always existed, has been frequently confirmed by the assent of the Board, and has never before been doubted. John Frost, Esq., at one time Professor in the school, was requested by the Committee on the High School, then in office, to resign his position. With

this request he at once complied. Professors Oliver A. Shaw and M. H. Boye, resigned in the same way. Let it be borne in mind that these gentlemen resigned *directly* to the committee. Professor John S. Hart, who was not asked to resign by any one, addressed of his own free will his resignation to the committee. By the committee it was accepted, and no further action was necessary to legalize it. These facts are arguments. They prove that the right of the High School Committee to request and accept resignations has always been recognized by the Board of Control. That the objection to these forcible precedents is confined to a few voices, is honorable to the Board.

The refusal of Professor William Vogdes to resign at the request of the committee, now obliges them to place before the Board the plain proofs that his removal is necessary. In the course of the testimony, facts will appear which not only apply to Professor Vogdes, but to other Professors of the school.* All of this testimony, and much more which the committee have not the time to produce, was received orally at various times. It was upon it they acted from the first. Let the Board listen to the evidence. It is all the committee ask, for they are sure of the result. These important declarations are made by gentlemen whose ability to judge cannot be doubted. They are the justification of the Committee's conscientious action, and the irrefutable proof of Professor Vogdes' incapacity.

THOMAS MAY PIERCE:—I am a graduate of the school; in regard to the discipline in Professor Vogdes' department it was quite loose; I do not think he made serious efforts to instruct us; I did not learn much while there; since leaving the school I have found it necessary to take up Geometry as a new study; this subject should have been taught by Professor Vogdes; I think that many persons may be found who would make that department more efficient than it now is; whilst a pupil of the institution I was anxious to receive meritorious marks, and was thereby studious, to an extent which I thought would secure me the position of No. 1 of my class; governed by such a feeling, I paid very little attention to the studies of Professor Vogdes; I expected the highest marks from him without much study, and usually received them.

* For instance, the letter of George Davidson, Esq., referring to the wretched condition of the Astronomical Instruments.

CHARLES BOWMAN:—I am a graduate of the Central High School; I graduated in 1842 or '3; I consider the method of Professor Vogdes' teaching was not as full or as explicit as it should have been; frequently when boys were wanting explanations they were referred to pupils of the class; I think a younger and more vigorous man would better subserve the interest of the institution.

JOHN D. STOCKTON:—As a pupil for some time in the High School, ten or twelve years ago, and therefore familiar with the mode of discipline in the various departments, I can express an honest, and I think a correct, opinion of its management. I am especially requested to declare what I remember of Mr. Vogdes' tuition. Personally Mr. Vogdes made himself agreeable to his pupils, and was certainly more esteemed for his kindness as a man than for his ability as a teacher. At the time of which I write, his class-room was considered almost as a play ground; order was not enforced, and the degree to which it was preserved was left chiefly to the self-respect of the scholars. Little care was taken by the teacher to inspire the scholars with a true love for study; in justice to Mr. Vogdes, I must affirm that if any scholar was anxious to study, his desire was encouraged, but those who preferred idleness and ease were left unrebuked. It was common for the scholars to impose upon their teacher in the most bold and shameless manner. Recitation was either a pretence or an open farce; explanation of problems upon the black-board was seldom listened to by the Professor, and as proof of this I may state, that it was considered a good joke for the boys to repeat the alphabet as quickly as possible, and assume it to be our arithmetical analysis. This joke was by Mr. Vogdes never rebuked, in my recollection, though he must certainly have been aware of it. Permit me to say, in conclusion, that I make this declaration purely from a love of truth, and that for Mr. Vogdes, independently of his unfaithfulness as a teacher, I have always entertained kindly feelings.

SAMUEL McCUTCHEON:—I graduated at the High School in 1842; Professor Vogdes' discipline was very lax; we considered it to be a good lark to get into his class-room; I was not so good a mathematician when I left the school as when I entered it; I think Professor Vogdes a very estimable gentleman, and esteem him very highly as a man; I have thought for several years that his resignation would be an advantage to the institution.

C. U. SCHLATER:—I graduated at the High School in 1845; I have the highest regard for Professor Vogdes as a man, but his discipline was loose; and I am not conscious of having learned anything in his department; the pupils considered the hour in his room, more an hour of relaxation than of study; from my knowledge as a graduate, and my experience since, that time with the Alumni and with parents having children in that school, I am of the opinion that the resignation of Professor Vogdes would be a benefit to the interests of the institution.

EDWARD GIDEON:—I graduated at the High School in 1848; in discipline Professor Vogdes was loose; from what I learn from pupils which I have sent to the school within the last two or three years, I think his discipline is worse than when I was a pupil; I cannot boast of the Mathematical knowledge I received while in his department; Professor Vogdes did not explain the problems to the boys, leaving them entirely to their own deductions; he would give out a lesson one day, and hear it the next without giving any explanation on the black-board; I do not regard Prof. Vogdes an efficient teacher; I think a change in this department would be an advantage to the institution; I give this opinion, based upon my experience as a teacher, as a pupil, and from intercourse with the Alumni and others.

JARVIS SLADE:—I had a son in the High School in 1860, he was a pupil of that school but one year; I took him away from the school in consequence of the bad discipline in three of the departments, namely: Professors Vogdes, Gerard, and MacNeil; the disorder consisted of whistling, singing, &c., the boys instead of the Professor seeming to have command; this statement of my son was confirmed by several of his classmates; I have never seen either of the gentlemen named, therefore I speak without prejudice; I have a deep interest in the success of the school, as I have two sons I would like to enter the school, but cannot permit them to do so while the present state of things exist there.

JAMES H. ELDREDGE:—I graduated at the High School in 1851; I am now the Principal teacher of the Hancock School. The discipline in Professor Vogdes' department was loose; not such as would be tolerated in a properly governed Grammar School; the boys were permitted to do pretty much as they pleased; after I left the school I knew nothing of what was professed to be taught in that department; since leaving the High School I have attended College, and was obliged to review the studies neglected in that department of the school; the study in that department was a perfect farce; I think the institution would be benefitted by his resignation; I have had a number of boys who state that they learn nothing in Prof. Vogdes department, and have had several applications by pupils of that school for permission to attend my school in the afternoon in order to review Mensuration, one of the studies pretended to be taught in that department; I entertain the highest regard for Professor Vogdes as a gentleman, and have always spoken of him in the highest terms; have never had cause to speak other than in terms of commendation of him as a man.

GEORGE P. ELDREDGE:—I think highly of Professor Vogdes as a man; I was a pupil of the High School in 1850, having been there some time. In discipline, Professor Vogdes, in my opinion, signally failed; after pursuing a course of Geometry with him I was obliged to commence the rudiments again; he failed to impart a knowledge of his branches; I consider that the resignation of Professor Vogdes would be an advantage to the insti-

tution, as he is inefficient as a teacher and a disciplinarian; said conviction arising not only from my own experience, but from the testimony of others.

EDWARD J. BRODIE :—I entered the High School in 1841, graduated in 1844; I entertain the highest respect for Mr. Vogdes as a man, but feel constrained to say that the instruction imparted by him was not commensurate with the time occupied. Mr. Vogdes' room was looked upon by all the pupils as a "pleasant resort," in which the strictness of the other Professors was not observed. From my experience as a teacher I have no hesitation in saying that the institution would be benefitted by the removal of Professor Vogdes.

WILLIAM STEPHENS :—I am a graduate of the High School; I graduated in 1845; I have a very high opinion of Professor Vogdes as a man; I know of no objection to the discipline in his department; during my attendance at the school I did not think the teaching was as thorough and energetic as it might have been. From my knowledge as a teacher, and my intercourse with pupils of that institution, my opinion is that that department might be much better filled, for the benefit of the pupils, than it now is.

DR. B. HOWARD RAND, *Professor of Chemistry.*

It is generally known that Professor Vogdes is unfit for the position, and members of the Alumni can testify to the fact. Pupils of the school coming to my department are deficient in the branches taught by Professor Vogdes.

December 24, 1861.

B. HOWARD RAND.

D. W. HOWARD, *Assistant Professor of Belles Letters and History.*

Of the discipline, I can only speak of Professor Vogdes when I was a pupil. Of the instruction given by him I consider it almost worthless. I thought the discipline was fair. Graduated in 1849. It was the practice of the boys to study their lessons from the books in the room, and go to the black-board and put them on it directly from the book. I think that the resignation of Professor Vogdes will be of advantage to the institution.

December 24, 1861.

D. W. HOWARD.

JAMES A. KIRKPATRICK, *Professor of Civil Engineering.*

Personally I know nothing of the discipline in Professor Vogdes' room. I think it would be to the advantage of the institution if Professor Vogdes would resign.

Z. HOPPER, *Professor of Mathematics.*

Professor Vogdes' discipline might have been much better. I believe that his place could be filled by others to the advantage of the institution.

December 24, 1861.

Z. HOPPER.

H. HAVERSTICK, *Professor of Latin.*

Personally I know nothing of the discipline of Professor Vogdes' room. I think, from my knowledge of Professor Vogdes, that his position could be filled with a more competent person.

December 24, 1861.

H. HAVERSTICK.

J. G. H. RING, JR., *Assistant Professor.*

While I was a pupil of the school the discipline in Professor Vogdes' room was not what it should be; I was not taught as much, or as well as I might have been with a more efficient instructor; graduated July, 1856.

December 24, 1861.

JACOB G. H. RING, JR.

A. J. MACNEILL, *Professor of Drawing, Writing, and Book-keeping.*

In relation to the instruction given me by Professor Vogdes I have no remembrance; in relation to the discipline I have no recollection; graduated in 1848; I don't think Professor Vogdes was very strict; I speak generally on the subject; he would be ready to favor the pupils in marking their lessons—what I did learn in that department was through my own perserverance and industry; the only opportunity I have of observing the discipline of Professor Vogdes' class is in the hall of the school at dismissal; the discipline was not good.

December 24, 1861.

A. J. MACNEILL.

ALBERT E. LANCASTER, *Assistant to Professor Angele.*

I graduated in February, 1859; the discipline of Professor Vogdes' room was bad; the instruction was not thorough, on account of the discipline and negligence; I do not think that of late years he has been competent to impart instruction to the classes; I think it would be to the advantage of the institution if Professor Vogdes would resign.

December 24, 1861.

A. E. LANCASTER.

JAMES MCCLUNE, *Professor of Theoretical Mathematics and Astronomy.*

With all due deference to the Committee, I think it would be injurious to the harmony of the institution, and I therefore decline to answer any questions in relation to the discipline and instruction of any of the Professors.

December 24, 1861.

JAMES M'CLUNE.

JAMES RHOADS, *Professor of Belles Lettres and History.*

I know nothing of the discipline of Professor Vogdes' room; I never was in his room when he had a class there; I know nothing about the instruction; I have no opportunity to know.

December 24, 1861.

JAS. RHOADS.

E. W. VOGDES, *Professor of Moral, Mental and Political Science.*

On account of the relationship of the Professor of Mathematics, I would most respectfully decline answering the questions propounded by the Chairman of the High School Committee. The committee have ample opportunities to obtain evidence from other sources in relation to this matter.

December 24, 1861.

EDWARD W. VOGDES.

GERMANTOWN, Pa., December 18th, 1861.

THOMAS G. HOLLINGSWORTH, ESQ., *Chairman on High School Committee:*

DEAR SIR:

I acknowledge the receipt of the invitation of the Committee on the High School "to visit the Observatory of the High School, and report upon the condition of the instruments."

I visited the Observatory December 16th, made an examination, and beg to report:

First.—That all the instruments are in a very dirty and neglected condition; being covered with dust and cobwebs, and apparently very rarely

used. Where so much negligence is displayed it is almost needless, as it is hopeless, to specify every defect. I therefore shall notice only the more glaring ones.

Second.—That the *Meridian Circle* is not in a condition to yield accurate results.

The eye piece has been removed, and the tube left open for the admission of dust and insects; and the perforation in the illuminated end of the transit axis is also open for the same purpose. Upon portions of the steel pivots of the transit axis there is a thick coating of dust and oil that must grind them away. From their appearance it is evident that the instrument has been, at some time, used, or turned in its Y's, with the pivots in a similarly dirty condition, and that unequal wearing has been the consequence. But the worst condition is the extensive oxidation of the pivots: this must effectually destroy the value of the instrument for all astronomical work. It is more than probable that the pivots will have to be turned anew, before any reliance can be reposed in the results of observations derived from it. The graduated circles are so badly oxidized that they cannot be read. Whether there be more serious defects, and whether the instrument be in adjustment, can only be determined by a series of observations and experiments, after a thorough overhauling. In its present state it cannot be used without causing greater injury.

Third.—That the *Equatorial* is not in a condition to yield accurate results.

All the steel parts and circles are badly oxidized, and the clock work is out of order. The eye piece has been removed, and the tube left open for the admission of dust and insects. The fine object glass is exposed so that dust must accumulate upon it, and great danger to the lens be incurred in removing the dust. Any damage of this kind that is done can not be remedied.

Whether there be more serious defects, and whether the instrument be in adjustment, can only be determined by a series of observations and experiments, after a careful and thorough overhauling. In its present state it cannot be used without causing greater injury.

The discreditable state of these splendid instruments has evidently arisen from the grossest carelessness, and they are in a sure way of being ruined, if not so already.

Fourth.—The *Barometer* has air bubbles plainly visible between the mercury and the tube; therefore accurate results cannot be obtained from it.

Fifth.—The *Astronomical Clock*, being locked I could not examine the interior.

Its rate and error cannot accurately be determined by the meridian circle, and there exists the greatest risk of its being permanently injured if an unqualified person be permitted to wind it.

Its actual fitness for the purpose for which it is intended, can only be known by correct observations with the *Meridian Circle* when in good order and adjustment.

I have made this report upon the apparent condition of the instruments, as your invitation did not seem to call for observations and experiments to determine their actual working order.

I am, very respectfully, yours,

GEORGE DAVIDSON.

This testimony is complete. Yet had time permitted, it might have been multiplied almost indefinitely. As it is, twelve gentlemen, holding honorable positions, graduates of the High School, affirm directly, that from their own experi-

ence as pupils, they *know* Mr. Vogdes' incapacity as a teacher. These written affirmations have been confirmed, orally, by a respectable number of the Alumni. Upon these grounds alone, the Committee's action might stand. But proof is here given, if possible, even more convincing:—eight of Mr. Vogdes' brother Professors, in the same school, believed it to be their duty to declare his unfitness for his position, and the remaining three declined expressing an opinion. The Principal of the school endorses these declarations. When pupils and Professors, viewing the subject from such widely different positions, agree in their assertions, how palpable must have been Mr. Vogdes' incompetency.

Analysis of the accusations is unnecessary. The testimony consists, however, of direct assertions: *Firstly*, that Mr. Vogdes has for ten or twelve years, held a position in the High School without possessing the respect of his pupils, and absolutely destitute of the power to control them: *Secondly*, that he was indifferent to the intellectual improvement of his scholars, and neglected the course of study: *Thirdly*, that either from indolence, for the sake of ease in his own position, or from a culpable indulgence of the idleness of pupils, he concealed the condition of his classes from the proper authorities, and made incorrect reports of their merits and demerits: *Fourthly*, that his resignation would be an advantage to the High School.

With these remarks the case of Mr. Vogdes may be submitted to the Board. The Committee regret that the pain of unfolding it so fully was forced upon them, by Mr. Vogdes himself.

The High School was instituted for the good of the public, not for the pecuniary benefit of single persons: it was made for the scholars, and not for the teachers. Thus believing, the Committee could not accept the argument, that long service was an excuse for incompetency. The moment a Professor is found unequal to his task, that moment they believed his resignation essential to his self-respect.

An earnest wish to improve the condition of the school was the only motive of their action. With the general plan of the

institution they are well satisfied, under the conscientious and intelligent management of Professor Maguire it must continue to improve, if his efforts are properly supported. With the system itself, they have no fault to find, no improvement to suggest. But with regard to certain departments, hitherto controlled by incompetent persons, they declare their solemn and profound conviction, that changes were necessary, and that their action was unprejudiced, legal, and absolutely unavoidable.

The Committee having received from Professor Maguire the following communication, in reply to those of Messrs. Vogdes and Gerard, would respectfully state that it is their intention to make the rigid examination he requests:—

THOS. G. HOLLINGSWORTH, Esq., *Chairman of Committee on High School.*

DEAR SIR:—

At a special meeting of the Controllers of Public Schools, December 31st, 1861, communications from Professors Vogdes and Gerard, involving serious charges against me as Principal of the Central High School, rather than defences of their own conduct, were received; I respectfully request an investigation by the Committee into my official acts during my connexion with the institution.

Respectfully,

January 1st, 1862.

NICHOLAS H. MAGUIRE.

Finally, the Committee beg leave to offer the following resolution:

Resolved, That the services of William Vogdes, Professor of Practical Mathematics in the Central High School, be, and the same are, hereby dispensed with.

All of which is respectfully submitted,

T. G. HOLLINGSWORTH,
THOMAS FITZGERALD,
LEWIS BITTING,
THOMAS WOOD,
THOS. W. MARCHMENT,

January 2d, 1862.

Committee on Central High School.

On the adoption of the Report and Resolution attached, the Yeas and Nays were as follows:

YEAS—Lewis Bitting, Thomas Fitzgerald, Wm. H. Flitercraft, Thomas G. Hollingsworth, John Holland, Isaac Leech, Edwin McCalla, Thomas W. Marchment, Wm. J. Reed, Geo. W. Stull, Fred. Vandegrift, Thomas Wood, Chas. A. Yeager, B. M. Dusenbery, President.

NAYS—Wm. J. Crans, L. R. Fletcher, James Freeborn, John Moffet, G. J. Riche, John Rittenhouse, G. W. Vaughan, C. Welsh, C. W. Zimmerman.

The Yeas were fourteen, the Nays nine. The Report and Resolution were adopted.





